DOCUMENT RESUME

ED 290 473 IR 052 238

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TITLE Continuing Education for Library and Information Science in the Canadian Context.
PUB DATE Mar 87
NOTE 7p.
PUB TYPE Journal Articles (080)
JOURNAL CIT Argus; v16 n1 p35-40 Mar 1987

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Adult Education; Foreign Countries; Graduate Students; Higher Education; Information Scientists; Librarians; *Library Schools; *Professional Associations; *Professional Continuing Education; *Professional Development
IDENTIFIERS *Canada

ABSTRACT

Two classic papers on continuing education for professional groups are examined and related to the library/information science field in Canada: (1) "Role of Continuing Education in Current Professional Development" (Cyril Houle, Professor of Adult Education at the University of Chicago); and (2) "Continuing Education in the Professions" (William McGlothlin, Professor of Higher Education at the University of Louisville). A descriptive account of the major existing resources for what is defined as "continuing professional education" as distinct from "continuing education" is presented, with emphasis on educational institutions and professional associations. It is concluded that a national examination of the field is needed as an alternative to the present random approach. (CGD)

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Continuing Education for Library and Information Science in the Canadian Context

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by Norman Horrocks*

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Two classic papers on continuing education for professional groups are examined and related to the library/information science field in Canada. A descriptive account of major existing resources for what is defined as continuing professional education follows. The conclusion is the need for a national examination of the field as an alternative to the present random approach.

Deux publications classiques sur la formation continue à l'intention de groupes de professionnels sont commentées et appliquées au domaine canadien de la bibliothéconomie et des sciences de l'information. Suit un relevé descriptif des principales ressources qui existent en matière de formation professionnelle continue. Enfin, l'approche empirique utilisée dans cet article met en évidence le besoin d'un examen approfondi de cette question à l'échelon national.

A decade ago I was asked to guest-edit an issue of the *Wilson Library Bulletin* dealing with education for librarianship.[1] Space was limited so in the six articles I solicited for inclusion the emphasis was placed on the MLS degree in North America. In my Introduction I wrote "Obviously there are many important topics that have not been discussed. One is continuing education, which in the past few years – and especially in recent months – has inspired its own voluminous literature."[2] Since December 1976 the attention paid to continuing education in the library literature has continued to grow and shows no sign of decline. Continuing Education columns are now found as regular features in journals[3] and yearbooks;[4] articles and studies proliferate.[5] Library/information science is not alone in this welter of self-study and re-assessment which is common to virtually all professional groups in today's society as an examination of their literature will clearly show. There are differences in emphasis, however, in needs, and in motivations e.g. whether the system of continuing education should be voluntary or mandated. There are also similarities, in for example, delivery methods, which means that there are opportunities to benefit from what has been tried and tested in related fields.

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Education for professional development

The inter-relatedness of professions was demonstrated early in two contributions from professors of education. They warrant re-reading as underpinning much of what has been happening in our field. The first was a paper by Cyril Houle, Professor of Adult Education at the University of Chicago, "Role of Continuing Education in Current Professional Development" which appeared in the *ALA Bulletin*[6] in 1967. At the annual meeting of the Association of American Library Schools (now the Association for Library and Information Science Education) in 1972 Houle's paper formed the basis of the keynote address given by Professor William J. McGlothlin, Professor of Higher Education at the University of Louisville. McGlothlin singled out for approving comment Houle's four categories of need for practicing professionals.[7] These were:

1. The need to keep up with new knowledge relating to one's profession;
2. the need to establish mastery of the new conceptions of that profession;
3. the need to continue the study of basic disciplines which support one's profession; and,
4. the need to grow as a person as well as a professional.

Both Houle and McGlothlin were taking the broad view of professions in general. The following comments might be made in applying these four categories to our own profession.

- *New knowledge*

Keeping up with *new knowledge* is perhaps the most obvious need for all professional people. Anyone who does not do so is not only shortchanging the public to be served by his or her profession but is also guilty of fraudulent practice. Society expects and in some cases mandates that professional

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practitioners keep up-to-date. As will be seen later this latter is not an approach much favored by the library/information science profession. Yet by the very nature of their calling this professional group has to select, acquire, organize, disseminate and utilise materials on the continuing expansion of the world's knowledge. Without keeping abreast of what has happened since one's student days this cannot be done effectively. One example might be that whereas library school students used to verify bibliographical references in the bound volumes of *Books in Print* now they need to handle *BIP* in CD/ROM format. Despite this simple example, new knowledge should not be equated with knowledge of new technologies. We need to know more about current understanding of the mind – how people learn, how they seek information. We need to know how the actions of governments are affecting the flow of information. We need to know how the changing pattern of family life is affecting the development of children. The list is endless.

• *New roles*

The mastery of *new conceptions* of our profession directs us to examine the new and still changing roles being adopted by those who qualify as holders of library and information science degrees. Many in our field have long felt and argued that these skills, aptitudes and learning were capable of being applied successfully in positions outside the four walls of the library. Until recently with few exceptions – and these were nearly all in directly library-related functions such as library school faculty, the library press, library association executives – there was little evidence that society was persuaded of this. Now there does seem to be some evidence that the position is changing. In some cases this has been reflected in the nomenclature which may not always be a true mark of change. Yet many of those now in charge of special and hospital libraries are called Managers or Directors following the corporate or medical structure. In our schools we find the term Teacher Librarian with the emphasis on the first of these two words following current thinking of those employed in this field. Of potentially greater significance than the library/non-library setting is the growing strength of the private sector in the library/information world. We now see a growing number of MLS holders employed by data base producers, publishers and in company and governmental settings. It is no coincidence that so many "library schools" have changed their names to seek to capture the attention of these markets for their graduates.[8] While these new roles for librarians may develop and grow we see concurrently a renewed emphasis on one of the oldest roles of the librarian as a conservator. There is growing awareness amongst scholars that librarians need support to ensure that the world's heritage, as represented in books, journals and newspapers, is preserved from the decay of the paper on which they were printed. Neither new nor old is a revival of the conception of the profession as contributing to the need for ensuring that today's population becomes or remains literate and the realisation that libraries – particularly public libraries – are needed for effective continuing education and retraining of people in a changing employment market. Parenthetically, the role of the reader's advisor needs re-examination.

• *Underlying disciplines*

Continued study of the *basic disciplines* is perhaps the least recognized area in our profession. Basic reference work is taught to all library school students and some attempt is made to examine how people think and search for information but generally within the constraints of an MLS programme there is limited opportunity to examine in any depth the underlying areas of learning theory, psychology, the mind etc. Houle's comments will strike a responsive chord in anyone who has been involved in professional education when he says

> When the young professional moves into the field, the prime responsibility for his learning passes from the professional school to him and to the associations to which he belongs... In the first five years after graduation alumni say they should have been taught more practical techniques. In the next five years, they say they should have been given more basic theory. In the tenth to fifteen years, they inform the faculty that they should have been taught more about administration or about their relations with their co-workers and subordinates. In the subsequent five years, they condemn the failure of their professors to put the profession in its larger historical, social and economic contexts. After the twentieth year, they insist that they should have been given a broader orientation to all knowledge, scientific and humane. Sometime after that, they stop giving advice; the university has deteriorated so badly since they left that it is beyond hope.[9]

While the main trust of Houle's argument remains valid after twenty years the time frame has shortened. It is now much less than ten years before professionals – not just librarians – realise the need to learn more about interpersonal relations. I would also like to think that it is no longer twenty years before our graduates realise the necessity to study their profession's underlying disciplines.

• *Personal development*

The fourth of Houle's categories is *the need to grow as a person.* Librarians should be at an advantage here over other professions in that with an undergraduate degree in another subject field they have at least an awareness of that discipline apart from whatever other subject areas of interest they have also developed. No one discipline has answers to all questions and with access to generally broad collections of materials librarians are ideally placed to take advantage of the cross-fertilisation of ideas available from other fields. Not being restricted to access to materials in one subject field only librarians should be able to avoid the narrow, blinkered, stultifying approach seen in other professions. However, availability and access do not guarantee that the available opportunities will be taken. The challenge to the profession is to see how individuals do in fact grow as persons – either of their own volition or with appropriate encouragements.

Continuing professional education

Since the time that Houle and McGlothlin wrote about continuing education for the professions in broad terms a distinction can now be found in the field between "continuing education" and "continuing professional education." The latter term is that now generally used in the annual surveys in the *ALA Yearbook.* Elizabeth Stone writes as follows in the 1985 volume,

> Increasing awareness of the rapid and profound changes in technology, industry, and society that are altering the direction and scope of the library/information profession led to initiatives in the realm of continuing professional education during 1984. The changes reflected the recognition of the need for new skills, methods and approaches, new understanding of the environment in which professional and end-users operate, and the need for new patterns of collaboration with other groups both inside and outside the library/information science profession. The radical and continuing changes are forcing the development of new patterns and structures toward improving the system of contin-

> uing education ... (I)t is now universally recognized that no members of the profession can hope to continue working with the same knowledge and understanding they had when starting their professional careers.[10]

Although, as the above quotation shows, there is still some interchange between the use of the two terms, "continuing education" and "continuing professional education," it is still possible to separate them. Continuing education is best related to the fourth of Houle's categories – the need to grow as a person. This growth is commonly motivated by personal interest rather than by the search for an additional qualification or degree. Allen Tough of the Ontario Institute for Studies in Education is a leading exponent of this concept.[11] He has demonstrated how much learning is self-directed and heavily affected by the use of other people as information sources. Librarians have not generally ranked very highly in the category of such sources. The term "lifelong learning" is often applied to those who continue their education by a variety of methods, some often quite informal in nature.[12]

Valuable as this form of "continuing education" and "lifelong learning" are in support of Houle's fourth category, attention will now be focussed on "continuing professional education." This too can be self-motivated as its adherents seek to maintain their standing as professionals for a variety of reasons. These may be self-esteem, an attempt to qualify for professional advancement, pure interest or curiosity, or to meet the requirements of a professional society or those of an employer. As with continuing education itself the goal may well not be degree related. When we apply these general comments to the library/information field in Canada it is clear that continuing professional education is largely a choice of the individual. There are virtually no requirements imposed by professional societies or employers, although it is conceded that there may be certain tacit expectations of employers.

Providers of continuing professional education

The major providers of continuing professional education for the library/information science field in Canada have traditionally been tertiary institutions and library associations. To start with the higher education sector the obvious focus is on an additional degree or qualification. At present librarians in Canada will have at least two degrees, the bachelors in a subject field and the MLS. Teacher-librarians will also generally have a degree in education. A small but not insignificant number of librarians will also have an additional subject graduate degree taken prior to the MLS.

• ***Educational institutions***

For those seeking continuing professional education by obtaining an additional degree the choice is between a subject masters degree or an advanced degree in library/information science. In a dwindling number of cases in Canada this latter could be seeking to obtain an MLS to add to the BLS. However for the past fifteen years or so the MLS has been the first professional degree offered by Canadian schools. None of the Canadian schools has followed the U.S. example by introducing the post-Masters qualification, generally referred to as the Advanced Certificate.[13] To date doctoral degrees in library/information science have been awarded only by the two Ontario universities, Toronto and Western Ontario. Montreal is planning a doctoral programme and Dalhousie has recently enrolled its first student in an inter-disciplinary doctoral programme in library/information science established within the Faculty of Graduate Studies there. However given the geographical problems of access in a country as vast as Canada combined with the investment in time and money needed for the completion of a doctoral programme in Canada this has not proved to be a very attractive option to many. (A number of Canadians have pursued doctoral study at schools in the United States and the United Kingdom. The doctoral programme now being offered by Nova University in Florida with its emphasis on on-line instruction thus removing the geographic access limitation, has attracted a number of students from Canada.)

A subject masters degree is much more widely available across the country thus lessening the demands of time and money. There also seems to be a common feeling, especially in academic libraries, that an additional subject degree is more desirable than post-MLS work in library/information science. If this belief is true – and I think it is applicable in both Canada and the U.S. – it has implications worthy of more systematic attention than is possible here. One might note that the American Library Association adopted a Policy Statement in 1974 which states "The master's degree in library science from a library school program accredited by the American Library Association is the appropriate terminal professional degree for academic librarians."[14]

Akin to subject masters degrees might be considered degrees in cognate fields. British Columbia has added an archival degree from what is now its School of Library, Archival and Information Studies. Montreal is offering programmes in documentation. Toronto is in the process of introducing its Master of Information Science degree. Both Toronto and Alberta have in the past offered masters degrees aimed for those seeking a teaching qualification to practice as Teacher Librarians. Dalhousie has given advanced standing in its Masters of Public Administration degree programme to those with an MLS degree, not necessarily a Dalhousie MLS.

Canadian library schools are all involved in some form of Continuing Professional Education outside formal degree programmes although the amount and the enthusiasm for this activity varies. The most obvious examples are the offering of special courses for practitioners and the opening of existing MLS courses at convenient times for those already holding the MLS degree. In addition, Schools offer varying amounts of extension courses, lectures and workshops, non-credit courses, and summer schools, and provide location facilities for courses and workshops offered by other sponsoring agencies. Little measured and often little appreciated is the contribution made to the continuing professional education of those in the constituent area of the Schools by their very existence there. Not only do they provide the focus for the activities described above but their faculty members are consulted regularly and often informally by area librarians to assist with problem solving and advice. In addition and potentially of greater importance is their establishment and maintenance of a significant collection of library/information science materials. While individual libraries may make some provision for the continuing professional education of their staff members, leaving aside the exceptional circumstances of the situation in Ottawa, it is the library schools which

bring into their areas this major resource. An interesting study would be to evaluate the use made of these resources by area practitioners.

Not all library/information science resources in materials and course offerings are confined to the seven schools with accredited programmes. Canada has also a number of library technician programmes. Their holdings in library/information science materials enrich their geographical areas. Their courses are open to their own students and may also be taken by MLS holders as part of their continuing professional education.[15] (The National Librarians Association in the United States in its certification program under "Continuing Education" specifically recognizes "a course not in library science, but which is relevant to librarianship – not necessarily at the graduate level, such as a community college course in data processing.")[16]

• ***Professional associations***

Professional associations are the second major provider of continuing professional education opportunities. In Canada both the Corporation of Professional Librarians of Quebec/Corporation des Bibliothécaires Professionnels du Québec and the Canadian Library Association now have active programmes in providing workshops for their members as well as annual conferences which serve a similar function. CLA was late in moving into this field as an Association although some of its divisional constituents, most notably CASLIS (Canadian Association of Special Libraries and Information Services) have long been active. Largely as a result of sustained pressure from its then Executive Director, Paul Kitchen, CLA appointed a full-time staff member in 1984 to coordinate the Association's nationwide programme. ASTED has been less active in the field given the existence of the Corporation but it too, as with other organisations such as the Canadian Association for Information Science, does use its annual conference for continuing professional education purposes.

The strong provincial and regional library associations in Canada and the multitude of other library/information science/educational media/archival associations with which the country is so generously endowed all seem to offer either regular or spasmodic opportunities for continuing professional education. There have been a number of descriptive and impressionistic accounts of these activities[17] but as yet no firm criteria for their evaluation have emerged.

The Canadian scene is complicated – as usual – by the close links which the profession enjoys with its counterparts in the United States. The Association for Library and Information Science Education, to which all seven Canadian schools belong, has a Position Paper (drawn up in 1972 and revised in 1981) which is designed to support the need for the provision of appropriate continuing education opportunities by member schools. In addition one of that Association's 1986 priorities is "To conduct an assessment of the continuing education needs of ALISE members and to make recommendations for appropriate program activities." In doing this ALISE is seeking to become a "learning community" as Malcolm Knowles, the distinguished adult educator, defines it, by providing the support for research and the environment in which its members can develop their new skills and adjust to change.[18] ALISE is not unique, of course, among professional associations in recognizing the important role they can play in continuing professional education for their members.

Interestingly the largest national association in the United States, the American Library Association, like its counterpart the Canadian Library Association, has had some difficulty in determining just what its role should be in continuing professional education. It has adopted a clear policy which reads

> The American Library Association is committed to a national comprehensive long-range plan for continuing education to improve the quality of library service with appropriate support from ALA funds. Standards for libraries and library education and guidelines for services developed by any ALA unit should include a significant continuing education component where appropriate.[19]

In practice no "national comprehensive long-range plan" yet exists although many of the agencies which could provide it do exist. There are two major obstacles. The first is that there are four major units within ALA with responsibilities for continuing education – the Standing Committee on Library Education (SCOLE), the Library Education Assembly, the ALA Office for Library Personnel Resources (OLPR) and the Continuing Library Education and Evaluation Round Table (CLENERT).[20] The second, which may contribute to the first, is that SCOLE at least is defining "continuing education... in its broadest sense, encompassing formal and informal pursuit of learning and professional growth beyond entry level requirements, and the related areas of staff development and career planning."[21] There may be some clarification of the ALA position as President-Elect Margaret Chisholm (Dean of the Library School, University of Washington) and Executive Director Thomas J. Galvin have proposed that in 1987-88 ALA "provide leadership in developing human resources for library and information services" which proposal includes a segment on "providing continuing education opportunities for librarians" and also, "encouraging staff and career development in libraries and in ALA" i.e. they separate "continuing education" from "staff and career development."[22]

Just as CASLIS has operated independently within CLA in the past so have ALA divisions. Of these the most active has probably been the Association of College and Research Libraries (ACRL) which through workshops, grants and the publishing of reading lists has sought to encourage the continuing professional education of its members.[23] ALA itself, through its official publication *American Libraries (AL)*, has tried to reach all of its members. The second continuing education course, offered in 1985-86, was "offered jointly by *AL* and the (University of Wisconsin-Madison) library school for professional self-improvement only; no continuing education units or academic credits will be awarded."[24] What was awarded to those who passed the course was a Certificate of Completion issued by ALA and the Wisconsin-Madison school. This brings up a key point in continuing professional education, namely the system of recognition.

Much continuing professional education takes place outside the formal academic class so that the awarding of university credits for successful completion is inappropriate. Certificates of completion are often awarded, as in the *AL* instance above but these lack universal currency and equivalency – how does one equate a Certificate of the kind mentioned above with a Certificate issued by, say Dalhousie, for successful completion of a Summer

course on PRECIS? Other professions have been faced with this dilemma and so has emerged the Continuing Education Unit (CEU) as a means of granting recognition for non-traditional learning experiences.

In library/information science the agency which has promoted the CEU concept has been CLENE (the Continuing Library Education and Network Exchange). Founded in 1975 as an initiative of the National Commission on Library and Information Services, CLENE has campaigned vigorously for adoption of CEUs by those Associations, universities and State Library agencies offering continuing professional education programmes. Despite the valiant efforts of its supporters CLENE was unable to survive as a stand-alone agency and in 1984 found an administrative home within the American Library Association as a Round Table, CLENERT – the Continuing Library Education Network and Exchange Round Table.[25] Possibly this new affiliation will help to further the adoption of CEUs by the profession but at the time of writing it seems fair to say that national recognition of CEUs for any meaningful purpose is still lacking.

A more successful recognition scheme has been that of the Medical Library Association (MLA). In 1948 MLA adopted a *Code of Training and Certification of Medical Librarians*. A new *Code for the Certification of Health Sciences Librarians* was adopted in 1978 and has been further revised since then.[26] It is a system whereby certification is granted to those who have an MLS from an ALA accredited programme, who pass an examination administered by the MLA designed to test entry-level competencies, and who have at least two years experience as a health sciences librarian within the previous ten years. Recertification is called for every five years and is obtained by taking approved Continuing Education courses or passing the current examination. At the present time the certification system is a voluntary one and while possession of certification will undoubtedly strengthen the holder's credentials, not all employers have yet been persuaded to make it mandatory for employment.

It should be remembered in the U.S. context that the Civil Rights Act of 1964 and the Equal Employment Opportunity Act of 1972 have led to a number of court cases in which the requirement for certain qualifications for employment has been challenged. The *Meruvine vs. Mississippi State University* case has been well publicized in the U.S. library press as have actions taken by the U.S. Office of Personnel Management to de-emphasize the MLS as a position requirement. A comparable situation flared briefly in Canada but the Federal government did not pursue the matter.

The American Association of Law Libraries (AALL) is another example of an association which has voluntary certification available for those working in a special group of libraries. AALL provides for different levels of certification with the MLS degree, an accredited law degree or admission to the Bar, and at least two years professional library experience which must include one year in a law library, are needed for the highest form of certification.

At its annual meeting in 1984 the Special Libraries Association (SLA) identified continuing education as its number one priority. SLA has a long tradition of being sensitive to the needs of its members, recognizing that many of them work in organizations which do not include many, if any, other library/information science professionals. This limits their opportunities to gain from the exchange of ideas with their colleagues. SLA therefore offers continuing education programmes of its own both at its annual conferences and regionally, and also in conjunction with MLA and the American Society for Information Science (ASIS). SLA awards Certificates for the completion of its courses and also awards CEUs. Oversight of these continuing education activities is delegated to the Association's Professional Development Committee.

Other U.S. organizations in which there is also Canadian participation, such as ASIS, offer continuing professional education opportunities, often associated with their annual conferences. That this current interest in continuing professional education is not a North American phenomenon can easily be verified by looking at the international library literature. Further evidence might be adduced by the holding in Chicago in 1985 of the pre-IFLA conference on what described itself as the First World Conference on Continuing Education.[27] This has been followed by the establishment within IFLA of a Round Table on Continuing Education.

- ***Other agencies***

Although library associations and library schools have been the main providers of continuing professional education to date, there are other contributors to the process. The private sector is also now offering workshops and training courses on its products or in related areas of its interest, e.g. the course on PRECIS offered by Mary Dykstra of Dalhousie at the University of Toronto with UTLAS support. *Emergency Librarian* makes grants for educational purposes as a Canadian example of a public service approach. The success of the Online Conferences, the conferences on Government Documents sponsored by Meckler Publishing or an examination of virtually any issue of *American Libraries* "Datebook" are sufficient testimony to the range of companies and entrepreneurs now offering educational opportunities.

In addition to these for profit agencies there are also examples within the profession itself which with foundation support, offer opportunities for continuing professional education such as the University of Michigan residency program and the Council on Library Resources fellowships. The Association for Research Libraries/Office of Management Studies programme might also be included here.

Conclusion

To recapitulate at this point, there is available to the library/information science profession in Canada today a wide range of continuing professional education opportunities. These have been developed for the reasons articulated in the Houle and McGlothlin papers. But as the valuable Denis and Auster survey[28] made clear these opportunities are not equally available even to those living in the Province of Ontario and are not equally available in both of the country's official languages. What *is* available is a sizeable literature on the importance of continuing professional education so that this case does not have to be made again. There is also available literature in our own field and that of other professions which addresses other key points which need to be examined within the context of the Canadian library/information science field:

- how to ensure that those who need continuing professional education have access to it? Geographical conditions will always bedevil the Ca-

nadian scene but there is enough Canadian experience with advanced delivery methods through telecommunications that this situation could be mitigated.

- how to ensure that those who need continuing professional education obtain it in their areas of need and not just of interest.[29] People often attend workshops in areas that interest them but these may not necessarily be those that they need most. Should the present voluntary system be replaced by some form of mandatory requirement?
- should there be a national plan or should provincial or local initiatives suffice? who would provide the funding?[30] Any such plan would clearly need the support of those at present providing such services, some of which have been seen above to be based in the United States.

The list could be further expanded and refined but what is needed is a mechanism to examine the implications of continuing professional education for the profession in Canada and to make recommendations for implementation. Such an approach might look not only at continuing professional education but also at the related, narrower area of staff development. It will need some bold, national initiative such as a Governor General's Conference or a foundation funded gathering to bring together practitioners, educators and trustees with the private sector representatives to address the issue. Included would be representatives of the multitude of associations, library schools and other agencies involved in the present delivery of continuing professional education programmes in Canada. A governmental agency or a foundation are suggested not only for their likely greater resources but also to avoid any suggestion of one organization seeking to dominate the proceedings. Unless the profession thinks it worthwhile to seek to make this happen it will continue to tinker with the existing mechanisms and muddle through accordingly.

Notes

1. «... And Gladly Teach: Aspects of Education for Librarianship» *Wilson Library Bulletin*, December 1976, vol. 51, no. 4, pp. 320-353.
2. *Ibid.*, p. 321.
3. For example see the regular feature in *Journal of Education for Library and Information Science*.
4. For example, *The ALA Yearbook of Library and Information Services*.
5. A recent, good example is Ethel Auster and Laurent-G. Denis, «Striving toward Excellence: Continuing Education for Library Personnel,» *Canadian Library Journal*, April 1986, vol. 43, no. 2, pp. 81-89, which lists several other studies in the attached bibliography.
6. C. O. Houle, «The Role of Continuing Education in Current Professional Development,» *ALA Bulletin*, March 1967, vol. 61.
7. William J. McGlothlin, «Continuing Education in the Professions,» *Journal of Education for Librarianship*, Summer 1972, vol. 13, no. 1, p. 10.
8. For an examination of some of the issues involved here see Richard Apostle and Boris Raymond «Librarianship and the Information Paradigm,» *Canadian Library Journal*, December 1986, vol. 43, no. 6, pp. 377-384.
9. Houle, *op. cit.*, pp. 262-263.
10. Elizabeth W. Stone, «Continuing Professional Education,» *The ALA Yearbook of Library and Information Services, 1985*. Vol. 10. Chicago: American Library Association, 1985. p. 106.
11. For example, see Allen Tough, *The Adult's Learning Projects*. Toronto, ON: Ontario Institute for Studies in Education, 1971.
12. See Ronald Gross, *The Lifelong Learner*. New York: Simon and Schuster, 1977.
13. See J. Periam Danton, *Between M.L.S. and Ph.D.* Chicago: American Library Association, 1970.
14. See ALA Policy 54.4 «Academic Librarians: Appropriate Degree» in *ALA Handbook of Organization, 1986/87*. Chicago: American Library Association, 1986, p. 235.
15. Norman Horrocks, «North American Trends in Library and Information Science,» *Canadian Library Journal*, October 1986, vol. 43, no. 5, p. 294.
16. «A National Board of Certification for Librarians,» *National Librarian*, November 1986, vol. 11, no. 4, p. 2.
17. As examples, Mary E. P. Henderson «Prairie Picture of Continuing Education Needs» *Canadian Library Journal*, February 1982, vol. 39, no. 1, pp. 21-24; Lois M. Bewley, «Library Schools react to Continuing Education Demands,» *Canadian Library Journal*, December 1980, vol. 37, no. 6, pp. 403-407; Vivian S. Sessions, «Continuing Education Courses are Few and Disparate» *Canadian Library Journal*, June 1979, vol. 36, no. 3, pp. 101-105; Norman Horrocks, «Continuing Education at Dalhousie,» Atlantic Provinces Library Association, *Bulletin*, March 1981, vol. 44, no. 5, p. 63.
18. See Malcolm S. Knowles, *The Modern Practice of Adult Education: From Pedagogy to Andragogy*. Revised ed. New York: Cambridge Book, 1980.
19. See ALA Policy 56.3 «Continuing education» in *ALA Handbook ... op. cit.*, p. 239.
20. For details on the responsibilities of these various units see *ALA Handbook, op. cit.*
21. Standing Committee on Library Education. «SCOLE Position Paper on ALA and Continuing Education. March 1986 revision, prepared by Jana Varlejs.» Chicago: American Library Association, 1986. p. 1. (Processed).
22. See «Annual Planning and Budgeting, 1987-88. Objectives, Strategies, Action Steps, and Budgets.» Prepared for ALA Executive Board, Planning Committee, COPES, and Planning and Budget Assembly. ALA Executive Board Document = 49. Chicago: American Library Association, 1986. p. (ix). (Processed).
23. See recent issues of *College and Research Libraries News, passim*.
24. Jane Robbins Carter and Douglas L. Zweizig «*American Libraries* Second Continuing education course,» *American Libraries*, October 1985, vol. 16 no. 9, p. 625.
25. William G. Asp «Continuing Library Education Network and Exchange Round Table,» *The ALA Yearbook of Library and Information Services, 1986*, vol. 11. Chicago: American Library Association, 1986. pp. 125-126.
26. For discussion see E. Jean Antes and Jane Lambremont, «Professional Development,» in Jane Bradley, editor, *Hospital Library Management*, Chicago: Medical Library Association, 1983, pp. 343-351.
27. Alice Size Warner «A First for Continuing Education,» *Library Journal*, October 15, 1985, vol. 110, pp. 39-41.
28. See item 5 *op. cit.*
29. A growing amount of literature is examining various aspects of this topic. For example, see A. J. Anderson, «Do People Change their Management Styles and Practices as a Result of Taking Courses and Attending Workshops?», *Journal of Library Administration*, Winter 1985, vol. 6, no. 4, pp. 1-14.
30. Darlene E. Weingand, «Continuing Education: Who Shall/Should Pay?», *Journal of Education for Library and Information Science*, Winter 1985, vol. 25, no. 3, pp. 223-225.